

## FINAL REPORT

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Project Title: New Opportunities, Inc.

AUG 29 1988

Agreement No.: MS-IO-011

## ILLINOIS DOCUMENTS

Name of Agency: New Opportunities, Inc.

Agency Address: 1400 W. Main  
Carbondale, IL 62901

Project Director: Kathy Gyure

Telephone Number: ( 618 ) 529-2412

Date: 8/12/88



PROJECT NARRATIVE

The State Board of Education provided New Opportunities a grant for \$59,000 under the Carl Perkins Vocational Education Act.

This money has proved to be invaluable in assisting us in providing services.

The primary goal it serves is simply to enable us to assist many more women than we were able to help in previous years. In Fiscal year 1988 we provided financial support to a total of 194 women. These are individuals who would not have been able to attend school without financial assistance from this program.

Women who enrolled in the program entered a variety of vocational programs. They ranged from Certified Nurse Assistant to LPN'S, RN'S, Secretarial, Data Processing and Electronics.

Additional emphasis was placed on non-traditional career fields. That emphasis resulted in placement in computer drafting. While the numbers in non-traditional fields remain small there is a greater willingness on the part of the participant to discuss these various options.

This was the first year we provided services to teen parents. Many of the problems we presumed we would have did not materialize while others we never dreamed of did.

In particular the participants themselves were much easier to work with than anticipated. Some special arrangements had to be made but the participants seemed genuine in their desire to attend school and plan for their future. The unforeseen problem was the participants parents. Very often they saw counselors as an extension of themselves and sought to offer advice on participants boyfriends, girlfriends, child rearing and career choices.

School systems (Superintendents and Principals) were very receptive to our program. Guidance Counselors were not receptive. Consequently, it was difficult to obtain referrals from the high schools. We believe this problem is simply a matter of consistency and trust. This will be our second year in working with staff at the various high schools - we expect to see a rise in the number of referrals.

Overall the grant has been a tremendous asset to the program. It has permitted us to serve an additional population (single parents, teen parents and re-entry homemakers) who previously "fell though the cracks". Additionally, it has provided the program and subsequently the participants access to funds to be able to attend training programs.





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When Charlotte came to the program she was a single parent of three children, ages 8, 10 and 13. She had been married two times for short periods, but had never been supported by anyone. She had been in and out of jobs and didn't seem to have any consistency in her life.

Charlotte was living with her parents and was receiving \$280 a month child support. Through the years she had been on and off of public aide and had never seemed to be able to set and keep goals. She wasn't aware that agencies were available to help her. She saw a documentary on displaced homemakers and called New Opportunities for assistance.

After meeting with the counselor and completing Career Exploration Exercises, Charlotte began to look towards a long term goal of nursing. She had always wanted to be a nurse but her family felt that she would not be able to meet the educational requirements. Because of her low self esteem she had never tried to reach her potential.

In talking to her counselor further, Charlotte decided to apply with the JTPA program and take their CNA course. She completed the training and following a lead from her counselor, became employed at a local Nursing Home.

Charlotte has been employed as a CNA for over a year now and is attending classes towards her LPN. She has referred several people to New Opportunities because of the direction she received. She speaks about her story often (even in the laundry mat) because she realizes that, much the same as herself, others are not aware of the help available to them.



Dear Sandy,

Some months ago I had lost a job and was having great difficulty finding another one.

I visited Job Service everyday and contacted several other sources in hopes of gaining employment, with little luck.

One of my friends told me about New Opportunities and gave me your number to call. After meeting with you several times and learning the techniques of applying for jobs through correctly prepared resumes and applications I found it easier to get a job.

I want to thank you for all of your help and support.

Sincerely Yours,



I was so fortunate to have you be a part of my survival. I have done nothing but soar since we met! When my husband left, he ran, not only from the responsibilities of a home, but also a 5 year old little girl. We were devastated, we had no money coming in and lots going out to pay bills! I went from what I thought was just "Mother" to Mother, Father, Bookkeeper, Bill Payer, Mechanic and you name it, all that and dealing with my emotions of grief, rejection, denial, which my 5 year old was also going through! On top of all that, I found out that the house never had my name of the title, and I could lose the house! Not only did I not have a job, I was about to lose my home which was the only security my daughter and I had. I had no one to listen to my pain, let alone help me financially!

When I called, you listened, when I came to your office, you listened again. After all the negative surrounding me, YOU gave me positive light. You gave me encouragement with ideas that I could understand and accomplish. You offered ways to enhance my resume, and job searching. You offered me the use of machines to help me better my typing skills and prepare me for a day to day job. After fixing up my resume, and walking it to places, I got a job as a secretary/bookkeeper in a car dealership. It was only part-time, but before I had a chance to go full-time, I heard of a full-time position in a lawyer's office working with computers. The pay was considerably more. When I told the boss at the dealership, they were happy for me, but before I left, they offered me full-time at the same pay-rate! Like I said before, when it rains, it pours!!

After six months of confusion, frustration, depression and anger, my 6 year old and I have survived and feel much stronger.

Thank you so very much for listening, for hearing me, for offering support and understanding and for showing me, there are doors out there to be opened!

Thank You Again!



Dear New Opportunities,

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I would like to thank you for helping me become a Registered Nurse.

One year ago at this time my goal was only a dream; New Opportunities helped make it a reality.

It took me five years to complete a two year program. With pregnancy, children and poverty I had a long way to go to become a "new" somebody.

I'm a different person today; I believe in myself and what I can be because I have reached goals that I set. I still have a long way to go but I have an important tool to help me now; a career.

Thank you — those of you I know personally, those of you whom I've not met but who have aided me through your association with New Opportunities. You give women what they need most — dignity and direction.

Sincerely,



## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p><b>What specific changes are expected?</b></p> <p>Objective 1: Recruit potential participants through marketing and outreach activities that provide program information to displaced homemakers and referral agents.</p>	<p><b>What strategies will be used to bring about the change described in each objective?</b></p> <p>Activities: Develop linkages with community service agencies which serve displaced homemakers. These will include: SDA/JTPA, Job Service, Public Aid, Ministerial Association, General Assistance, Social Security, Mayors City Clerk County Chairpersons, Counseling &amp; Financial Aid Staff at Educational Institutions, Green Thumb, Older Workers Program, Womens' Shelter Program, GED Program, Senior Citizens' Center, Mental Health Agencies, Adult Re-entry Program at Kaskaskia College, Rend Lake, John A. Logan, Southern Illinois University.</p>	<p>(How will the change expected in each objective be demonstrated or documented?)</p> <p>1-2. Each counselor and Director maintain a log of various outreach contacts. Additionally, mailing materials were maintained in a separate file. By keeping a file we were able maintain specific control over outreach and thereby increased our efforts from previous years.</p> <p>3-4. For some unknown reason most of our publicity comes from radio and TV - very little from the newspaper. This year we will video tape any TV appearances as well as logging both TV and radio interviews.</p>

(Use additional sheets as needed.)



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
(What specific changes are expected?)  Objective 2: Enroll 100 new eligible single parents and 100 new eligible homemakers through a process of intake and needs assessment.	(What strategies will be used to bring about the change described in each objective?)  Activities:  1. Provide program orientation including information about what the program can do, participant responsibilities, and introduction to center staff.  2. Determine eligibility during an intake interview and certify on state intake form.  3. Assess individual participant needs and develop a plan for the appropriate pathway through the program.  4. Develop the procedures to serve eligible single parents and homemakers, including displaced as program space becomes available.	(How will the change expected in each objective be demonstrated or documented?)  1-3. Participant files are maintained by the vocational counselor on at least a monthly basis. Individual Employment Plans are kept in participant files and updated every two months. Director reviews files once per quarter to insure appropriate contact with participants.  4. A waiting list is normally established during the last quarter when enrollments are full.



**PROJECT PLANNING FORM**

OBJECTIVES	ACTIVITIES	EVALUATION
<p><b>(What specific changes are expected?)</b></p> <p><b>Objective 3:</b> Enroll <u>each</u> participant in a Job Readiness Workshop to aid in individual career self assessment goal setting, and to develop pre-employment skills.</p>	<p><b>(What strategies will be used to bring about the change described in each objective?)</b></p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Develop a workshop curriculum and/or review and revise as needed to include, but not be limited to, self-assessment; identifying job skills; assessing job readiness; assessing need for training; resume writing; interview skills; time management; job retention skills.</li> <li>2. Select workshop sites and establish workshop schedule with the assistance of relevant location staff persons.</li> <li>3. Conduct <u>10</u> workshops between <u>August</u> and <u>May</u>.</li> </ol>	<p><b>(How will the change expected in each objective be demonstrated or documented?)</b></p> <ol style="list-style-type: none"> <li>1. Workshop material has been reviewed and revised during the last <math>1\frac{1}{2}</math> years. It is on file in the central office.</li> <li>2. On a monthly basis vocational counselors submit a schedule for the following month of the workshops they will be holding.</li> <li>3. Counseling records and Service Records are maintained in participant files noting the date the workshop was completed.</li> </ol>



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p>(What specific changes are expected?)</p> <p>Objective 4: Provide <u>each</u> participant assistance in overcoming social and economic barriers to employment through individualized counseling, peer group support and referral to other community services.</p>	<p>(What strategies will be used to bring about the change described in each objective?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Provide each participant at least one individualized counseling session per month.</li> <li>2. Identify those individuals with needs beyond the scope or capacity of the program and refer them to other community agencies for ancillary services.</li> <li>3. Develop an on-going peer support group. It will be devised as an open-entry/open-exit group, meeting regularly throughout the program year.</li> </ol>	<p>(How will the change expected in each objective be demonstrated or documented?)</p> <ol style="list-style-type: none"> <li>1. Counseling records are updated to show <u>each</u> counseling visit. Participants must meet with their vocational counselor at least once a month.</li> <li>2. The service record and the counseling record indicate referrals to other agencies on an as needed basis.</li> <li>3. Support Groups are held at the most convenient time for participants. Attendance is noted in their counseling record.</li> </ol>



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p>(What specific changes are expected?).</p> <p>Objective 5: Enroll 45 single parents and 35 homemakers in education or training programs to develop marketable job skills or to obtain a degree/certification.</p>	<p>(What strategies will be used to bring about the change described in each objective?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Assess the individual's needs with respect to employment and determine if education or training is necessary to meet employment goals.</li> <li>2. Maintain catalogs of local education training programs available and list of available JTPA training programs.</li> <li>3. Refer selected participants to the appropriate training or educational site and assist the participant to identify financial aid sources. This may include assistance in completing financial aid forms.</li> </ol>	<p>(How will the change expected in each objective be demonstrated or documented?)</p> <ol style="list-style-type: none"> <li>1. Both the counseling record and the Individual Employment Plan reflect the education needs/goals of the participant.</li> <li>2. Catalogs from various educational institutions are maintained both centrally and in outreach offices. JTPA information is more difficult to maintain on a timely basis and is therefore kept by each vocational counselor in their outreach office.</li> <li>3. History Tracking and Counseling Record are updated as referrals occur, they are maintained in participants file.</li> </ol>



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES (What specific changes are expected?)	ACTIVITIES (What strategies will be used to bring about the change described in each objective?)	EVALUATION (How will the change expected in each objective be demonstrated or documented?)
<p>Objective 6: Facilitate participation for up to 75 single parents and homemakers, including displaced homemakers, who would otherwise be unable to enroll by providing supportive services</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Identify those participants who need daycare and/or transportation monies in order to take part in program activities based on sliding fee scale established for the center.</li> <li>2. Provide monies for up to 75 participants who meet established criteria.</li> </ol>	<p>New Opportunities does not charge any fees. If a person needs monetary assistance to attend school she completes a Financial Aid Request with her vocational counselor.</p> <ol style="list-style-type: none"> <li>1. Fiscal files and participant files are maintained in order to track the need, request, approval, billing and payment for financial aid.</li> <li>2.</li> </ol>	



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p>(What specific changes are expected?)</p> <p>Objective 7: Assist in placing 25 single parents and 35 homemakers in unsubsidized employment through a combination of placement activities which includes employer contact.</p>	<p>(What strategies will be used to bring about the change described in each objective?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Conduct interviews with area employers for the purpose of acquainting them with the program and the advantages of hiring mature, highly motivated single parents and homemakers.</li> <li>2. Follow-up employer interview with letter and program literature after contact.</li> </ol>	<p>(How will the change expected in each objective be demonstrated or documented?)</p> <ol style="list-style-type: none"> <li>1. A log of contact with employers was maintained by vocational counselor and Director on a monthly basis.</li> <li>2. Due to time constraints, follow up letters and literature were not sent on a consistent basis. In many cases follow up was completed by phone.</li> </ol>



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p>(What specific changes are expected?).</p> <p>Objective 8: Coordinate with local JTPA Administrative Entities in providing employment and training services for single parents and homemakers.</p>	<p>(What strategies will be used to bring about the change described in each objective?).</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Meet with local JTPA Administrative Entity personnel to discuss coordination between the programs and to establish a system for referral and exchange of information.</li> <li>2. Maintain record of referral to and from SDA's which indicate the outcome of referrals.</li> <li>3. If NOI participants are enrolled into JTPA programs, document continuing not services rendered to participants if they are concurrently enrolled in both programs.</li> </ol>	<p>(How will the change expected in each objective be demonstrated or documented?)</p> <ol style="list-style-type: none"> <li>1. Met quarterly with JTPA service providers.</li> <li>2. Monthly referrals were maintained by the vocational counselors.</li> <li>3. Counseling Record indicated continued services while enrolled in JTPA.</li> </ol>



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p><b>What specific changes are expected?</b></p> <p>Objective 9: Evaluate program components through participant program evaluations.</p>	<p><b>What strategies will be used to bring about the change described in each objective?</b></p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Develop and distribute to all participants a program evaluation form to measure participant satisfaction with the program, problem areas, strengths, suggestions, etc.</li> <li>2. Use evaluation responses to make changes to the program throughout the year.</li> <li>3. Include in the year-end narrative close-out report an analysis/summary of participant program evaluations.</li> </ol>	<p><b>(How will the change expected in each objective be demonstrated or documented?)</b></p> <p>Participants completed evaluation - they are reviewed and maintained in the central office. They are utilized in staff meetings to assist in evaluating program strengths and weaknesses. During last year, assessment was completely redone based on comment in participant evaluations.</p> <p>1-2.</p> <p>3. Summary of evaluation in Attachment A.</p>



## BUILDING OPPORTUNITY

## PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
<p>(What specific changes are expected?).</p> <p>Objective 10: Follow-up on each participant terminated into employment or education/training 90 days after such termination to assess participant status.</p>	<p>(What strategies will be used to bring about the change described in each objective?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Develop and maintain a system for identifying participant follow-up date.</li> <li>2. Obtain follow-up information from participants.</li> </ol> <p>(How will the change expected in each objective be demonstrated or documented?)</p> <ol style="list-style-type: none"> <li>1-2. Follow up completed by vocational counselors - Placed in participant file in central office. Files are maintained by grant and Fiscal Year.</li> </ol>	



Attachment A

New Opportunities has participants, who are terminated in employment or in school, to complete an evaluation of the program. (Most of the participants who are terminated negatively are difficult to locate.)

The evaluation covers four areas. They include; Staff, Vocational Counselors, Training & Employment Services, and Workshops.

Staff - Evaluations on staff were very favorable. Comments included words such as; (caring, interested and helping.) The only criticism in this area was how busy the staff always seemed to be.

Vocational Counselors - This area was one of the highest rated. There were many comments that discussed counselors sincerity, their interest in the participants success, etc. Overall they were very positive. There were no critical comments.

Employment & Training Services - Training and Employment Services had the most critical comments. Many of those comments involved the participants lack of time and/or ability to rearrange schedules. Comments such as these are not uncommon since the participant is active in attending school and perhaps on a job search at the same time. Every effort is made to accomodate the individuals time schedule - however, not always successfully. There were several requests for computers by those in our class - something we will be trying to obtain again this year.

The remainder of the comments were positive and reflected staff and peer support during job search, and the amount of knowledge gained.

Workshops - This has always been the highest rated area of the program. Last year however, we received some critical comments. Most generally participants stated the need for more time with staff.

In discussing these comments with staff we believe we understand and have solved the problem.



In years past there was a great deal of flexibility in time allotted to workshops.

Last year, however, because of the difficulty with our JTPA contract; none of the staff had that type of scheduling freedom. Because of the stress of operating the JTPA contract in the way the grantor mandated we had to have a very rigid schedule. That problem will not exist this year since we no longer have the JTPA contract.



## VOCATIONAL EDUCATION SINGLE PARENT AND HOMEMAKER SUMMARY

INSTRUCTIONS: Please complete one copy and return to the above address with your final report.

NAME AND ADDRESS OF AGENCY  
NEW OPPORTUNITIES, INC.  
1400 W. Main, Suite J  
Carbondale, IL 62901

PROJECT TITLE	NEW OPPORTUNITIES, INC.
PROJECT DIRECTOR	KATHY GYURE
PROJECT NUMBER	27 - RE - 011
PERIOD OF REPORT	Begin July 1, 1987
	End June 30, 1988

PARTICIPANT CHARACTERISTICS  
Please list the number of participants served during this reporting period.

	NUMBER SERVED	NUMBER SERVED	NUMBER SERVED
1. Total	207		
2. Sex			
Female	206		
Male	1		
3. Age			
13 and under	0		
14 - 15	0		
16 - 19	14		
20 - 21	28		
22 - 44	162		
45 - 54	3		
55 +	0		
4. Ethnic Designation (Definitions on back)			
White, not Hispanic	172		
Black, not Hispanic	33		
Hispanic	1		
American Indian or Alaskan Native	0		
Asian American or Pacific Islander	1		
5. Marital Status			
Divorced	43		
Widowed	5		
Married	89		
Never Married	51		
Separated	19		
6. Education (Highest level attained)			
Bachelor's Degree	4		
Associate Degree	6		
Post H.S.	15		
H.S. Graduate	111		
H.S. (GED)	46		
Dropout	23		
H.S. Student	2		
7. Employment			
Full-time	45		
Part-time	22		
Unemployed			
Seeking a job	3		
Not seeking a job	25		
		108	

SERVICES PROVIDED TO SINGLE PARENTS AND HOMEMAKERS  
Please put a check by the services your program provided and list the total number of participants who received each service during this reporting period.

<input checked="" type="checkbox"/>	1. Vocational Education Training	NUMBER SERVED	<input checked="" type="checkbox"/>	6. Guidance and Counseling	NUMBER SERVED
	a. Number Referred	199	<input checked="" type="checkbox"/>	7. Job Development	207
	b. Number Enrolled	156	<input checked="" type="checkbox"/>	8. Job Placement	207
	c. Number Completed	146*	<input checked="" type="checkbox"/>	9. Assessment	207
<input checked="" type="checkbox"/>	2. Child Care		<input checked="" type="checkbox"/>	10. Individualized Career Plans	207
	a. Number of Participants Served	12	<input checked="" type="checkbox"/>	11. Workshops	207
<input checked="" type="checkbox"/>	b. Number of Children Served	19	<input checked="" type="checkbox"/>	12. Other (please specify)	207
<input checked="" type="checkbox"/>	3. Transportation	30			
<input checked="" type="checkbox"/>	4. Tuition and Fees	88			
<input checked="" type="checkbox"/>	5. Training Materials/Supplies	64*			

\*Includes current full time students.  
\*\*Numbers for all supportive services include participants receiving money for more than one semester.

Signature of Responsible Agency Official

ISBE 23-12 (1/87)

Director  
Title8/12/88  
Date

UNIVERSITY OF ILLINOIS-URBANA



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